THE VIRGINIA TEACHER

November, 1925

THE OUTLOOK FOR WESTERN CIVILIZATION

By

PRESIDENT GLENN FRANK, University of Wisconsin

HOME ECONOMICS WOMEN IN BUSINESS

By

LOUISE KEELING

MODERN FOREIGN LANGUAGE STUDY

FROM BOOK TO SCREEN

"What Else Children Can Do With a Story"

By

MARY E. DUNCANSON

PUBLISHED AT THE
STATE TEACHERS COLLEGE
OF HARRISONBURG, VA.

15 CENTS

Volume VI NOVEMBER, 1925 Number 9

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$1.50 a Year Published Monthly except August and September 15 Cents a Copy

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THE OUTLOOK FOR WESTERN CIVILIZATION

IF THIS subject, "The Responsibility of the Press in Interpreting the Schools to the Public," is supposed to place upon me the duty of merely exhorting newspaper and magazine editors to devote more space to news about schools and to publish a larger number of articles about educational institutions, I must refuse to obey orders.

Before we can think straight about the relation of the press to the school, we must recognize two very plain facts about the press: (1) It is the function of a newspaper to handle news, not to convert itself into a preaching agency in behalf of even the best cause, and (2) a newspaper and the press in general is a business institution with a legitimate desire to show a handsome profit at the end of the year.

I am not suggesting the many things that reformers would like to have the press be; I am trying honestly to recognize what the press is. And, personally, I think it will do little good to quarrel with these two facts that characterize the press.

If the press is to do more towards interpreting the schools to the public, the primary responsibility for bringing that happy event about will rest, in the practical working out of things, not with the press, but with the schools. If school men want more matter about schools in the press, school men must do more things that have legitimate news value in the minds of the editors.

Personally I should like to see the American press develop more than it has up to date a technique for extracting the real news values that exist in creative ideas. If we journalists were really up to our jobs we would realize more than we do that there are as vivid news values in ideas as there are in incidents. But, again, it will do no good for school men to stand on the side lines and tell the journalist how he should run his job.

I suggest, therefore, that we stop centering our energies on trying to wheedle the newspapers into giving more space to the schools; that we do our best to do things in our schools that will be so vital that newspapers will take the initiative in giving more space to our activities, and that we try to make it increasingly clear that press and school have a joint responsibility in seeing to it that there is thrust into the stream of public thought, in terms that men who haven't a Ph. D. can understand, those new ideas, new idealisms, and new spiritual values that have been thrown up as by-products of the sciences, philosophies, and practical adventures of the modern mind.

The use of these ideas spells rebirth for our civilization. The failure to use these ideas spells decline for our civilization.

If the press and the school can be brought to realize their joint responsibility in giving wide currency to these new ideas, idealisms, and spiritual values upon which our future depends, we shall have both a better education and a better journalism, and that will be an achievement far bigger than the mere increase in space devoted to school news.

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The literature of despair—Since the war we have been deluged with a literature of

An abridged report of the address delivered by President Glenn Frank of the University of Wisconsin on the theme, "The Responsibility of the Press in Interpreting the Schools to the Public," at the general session of the National Education Association, July 2, 1925. Reprinted here from the *Journal of the National Education Association* for October with the permission of Mr. Frank.

forecast. The largest section of this literature of forecast has been written by our prophets of doom, by men who doubt that we shall be able to liquidate the treacherous condition into which an inadequate political, economic, and spiritual leadership has plunged Western civilization. These prophets of doom seem to hold the center of the stage for the moment. The professional optimism of doctrinaires thinking in a vacuum was never so seriously discounted as it is today.

The net effect of this literature of despair is to say that we are facing a long spiritual winter, a new dark ages. If this literature of despair consisted entirely of such generalizations, even generalizations by such distinguished minds as Professor Santayana and Dean Inge, we might feel justified in taking it with a rather large grain of salt, and attributing it to the special temperament, the faulty digestion, the insomnia, or the post-war weariness of the prophet in question. But this becomes impossible when we realize that the major part of the literature of despair has been written, or at least inspired, not by generalizers, but by specialists, by biologists, psychologists, economists, administrators, statesmen, historians, moralists, and other men who have given their lives to the intensive study of particular fields of human society.

I think I am at least within hailing distance of accuracy when I say that this literature has been inspired by at least seven distinct fears that have arisen out of seven distinct fields of research and experience. These fears are:

1. The biological fear.
2. The psychological fear.
3. The political fear.
4. The economic fear.
5. The historical fear.
6. The administrative fear.
7. The moral fear.

First, *the biological fear.* I mean by this the fear that biologically mankind is plunging downward, that we are reproducing from our less and least fit human stocks rather than from our better and best human stocks, that the best blood of the race, particularly of the white race, is turning to water. In simple terms this means that in the judgment of many biologists, the best families are having the smallest families, and that the worst families are having the largest families. The fear that haunts the mind of the biologist is the fear that, if this procedure goes on, the race must sooner or later face biologic bankruptcy.

Second, *the psychological fear.* I mean by this fear that the crowd-man and crowd-processes of thinking are shoving to the wall the freedom-loving and creative-minded individual upon whom we have hitherto looked as the necessary initiator of intellectual and social advance. The psychologist fears that we have built a world in which there is no room for the rebel. He fears that the modern mind has walked all too willingly into a strait-jacket. He fears that we are losing that saving insurgency of the independent mind in a subtle surrender to the crowd-mind. This fear of the domination of the individual citizen by the crowd is of course most keenly realized in time of war. In time of war the individual citizen is nothing; the crowd is everything. The crowd ultimately dominates presidents, even when the president in question is wedded by temperament and philosophy to the processes of peace. Legislators, with a few startling and refreshing exceptions, bow to presidents. Professors take leaves of absence from their scholarly judgments as well as from their chairs and uncritically press-agent the purposes of their governments. Editors surrender with slight protest the freedom of the press, as if it were only a fair-weather right, and become rubber stamps of the military arm of the government. Ministers put their gospel into cold storage and hunt with the pack. If it comes to a choice between Jesus and the generals, the majority vote of the clergy goes to the generals. The thought of the

nation is cut to a pattern. With striking unanimity, we give up thought as well as sugar for the duration of the war. When war comes, both morals and intelligence are adjourned, and the mob is supreme. But—and this is a thing we are likely to forget—war only dramatizes in the extreme a thing that is taking place more subtly in peace-time. Nothing is to be gained by beating about the bush: we are citizens of a crowd-civilization that seeks to standardize thought in terms of crowd-judgments. And the honest psychologist, who has not given too many hostages to fortune, fears the crowd-judgments as he fears a plague.

Third, *the political fear.* I mean by this the fear that the thing we call democracy is not delivering the goods we expected it to deliver when we began experimenting with it. Most of us believe that the future belongs to democracy. We see nothing in sight to take its place. Aristocracies, in the sense of hereditary ruling castes, seem sooner or later to go to seed, politically, if not biologically. Dictators seem sooner or later to become poisoned by their own power. But even democracy cannot be turned loose in the pasture to grow up of its own sweet and unhampered will. Like a colt, it needs attention. It must be fed and curried and trained if it is either to draw loads or win ribbons. The political fear I am suggesting has arisen primarily not in the minds of the enemies of democracy, but in the minds of the anxious lovers of democracy. American democracy is clearly facing a new phase. Since the founding of this Republic we have spent most of our political energy in the *extension* of democracy; our next task is the *development* of democracy. We have been pioneers engaged in a task of extensive conquest; now we must be administrators engaged in a task of intensive cultivation.

Fourth, *the economic fear.* I mean by this fear that an industrial civilization—that is to say, a civilization resting upon minute division of labor, machine production, standardization of product, and quantity output—carries about in its own body and in its own processes the seeds of its own destruction, the fear that such a civilization must in time exalt quantity above quality and kill the soul of the people that accepts it; the fear that, to use a phrase from Walter Rathenau, mechanization has become the spiritual mistress of existence throughout Western civilization.

Fifth, *the historical fear.* I mean by this the fear that haunts the minds of men whose study of history has led them to the conclusion that the life of nations and civilizations moves in cycles, just as the lives of men and women move in cycles; that nations run fairly on schedule time through birth, babyhood, adolescence, radiant youth, middle life, old age, and death. Oswald Spengler's *Der Untergang des Abendlandes* and Flinders Petrie's *The Revolutions of Civilization* are good examples of the sort of literature produced by this historical fear. These men and their like-minded associates tell us that peoples create a "culture" which is a live and growing thing, but that sooner or later this expression of their creative powers begins to crystallize and becomes a "civilization" which is a dying thing. To such men, a civilization is the first stage in the death of a culture. And they have drawn neat charts of the cycle of our Western civilization, showing that we are drawing toward the end of a great adventure.

Sixth, *the administrative fear.* I mean by this fear that the institutions of Western civilization have become so big and so complicated that we simply are not equal to the job of managing them effectively any longer; the fear that the bigness and the complexity of the modern world have outstripped the existing administrative capacity of the race. The men who are haunted by this fear believe that many of our empires, many of our States, many of our industrial organizations, many of our universities and educational systems, have passed the point at which bigness is an asset; that their present dropsical condition is a menacing li-

ability, for the simple reason that we are not breeding enough men who are big enough to run them wisely and effectively.

Seventh, *the moral fear.* I mean by this fear that the present generation has renounced allegiance to all wholesome standards of thought and conduct and is quite definitely on the loose, morally adrift, without rudder or compass. The views of youth regarding sex and religion and politics and economics have kept many students of Western civilization awake night after night. The whole array of political and economic radicalism, theological modernism, and the new social frankness has produced this fear in many minds. I have never been able to bring myself to the passing of facile and wholesome judgment upon an entire generation. Judging the younger generation, however, seems to have become a profession all by itself. It has many fluent and eminent practitioners, and they have produced a prodigious literature of despair. That there are legitimate grounds for moral fear regarding the future of our civilization cannot be denied. We must be careful, however, to remember that financiers as well as flappers may pursue shoddy ideals, that statesmen as well as preachers may become heretic to the right, that morals are social as well as personal, public as well as private. It is desirable to keep in mind the fact that this moral fear has to do with both aspects of morals.

The literature of hope—I believe that all of these fears, with the possible exception of the historical fear, rest upon indisputable grounds; I believe that we shall inevitably enter a new dark ages, a period in which civilized values will go into decline and the race be thrust back into the precarious existence of its primitive ancestors, unless we begin with a decent promptness to remove the legitimate grounds for these fears. And it is at just this point that we are likely to forget the one thing we should remember, namely, that we cannot remove the legitimate grounds for these fears by any mere intellectual or emotional incantation. We can remove the grounds for these fears only by sheer feats of biological, psychological, political, social, economic, educational, and spiritual engineering.

Let me review briefly some of the things that our rather uncritical observers have regarded as grounds of hope for Western civilization—things which seem to me to bear no relation to a realistic literature of hope.

First, many Americans believed that the war would stimulate in the men who passed through it a new spirituality that would be the dynamo of a world-wide renewal. . . .

The brutal truth is that war never stimulates spirituality in anybody or anything. Much that passed as renewed spirituality during the war was but the natural reaction of men in the presence of danger and under the lash of fear, an unconscious attempt to use God as a gas-mask. The test of war-induced devotion comes not during the war, but after the war.

The responsible student of affairs will content himself with a reluctant admission that the war set us back instead of ahead spiritually, that the war left behind a generation of damaged souls instead of the generation of regenerated spirits it promised. This is not, let me make clear, a fling at the returned soldier, for the spiritual havoc of the war is far more in evidence in the non-combatants who stayed at home than in the men who bore the brunt of battle. It is the stay-at-homes who are today bringing the firing-squad mind to bear upon the problems of peace. It was Barrie, I think, who suggested that hell hath no fury like a non-combatant. My only point here is that war, however justified it may seem at the moment, is a spiritual liability, not an asset, to a civilization. War unfits men for the procedures of peace, whether in domestic or in foreign policy, and out of war can come no valid contributions to a literature of hope. The literature of hope that I have in mind now has, then, no relation to

the promises of spiritual renewal that were bandied about with so much fervor during the war.

Second, many Americans have seen grounds of hope for our war-blighted civilization in the new mysticism that has swept the world in the wake of the war. I cannot believe, however, that the present popularity of mediums and the current hammerings at the gates of the other world have any basic spiritual significance for the immediate future of Western civilization.

Third, many Americans just now believe that the renewal of civilization depends upon a return to an age of faith. On close examination, it is seen that those who are today talking most about a return to an age of faith mean a return to a blind credulity that will fly in the face of modern thought. And by modern thought I do not mean every gay and irresponsible idea that may be advanced by a 1925-model mind; I mean rather the major conclusions that the race has reached after careful and conscientious research into the machinery and motives of human life on this planet.

Certainly no contribution to a valid literature of hope can come from the apostles of a return to a blind credulity that ignores the discoveries of the modern mind as it has clutched avidly at the garment of God, pleading and plodding for a deeper insight into the meaning of life. And yet there are many who fear that we are on the eve of just such a return to blind credulity. . . . I conceive the anti-modern movement of our time to be not the advance of a conquering host, but the fitful writhing of an old order on its death-bed. Clearly, then, I do not believe that the anti-modernists have any contribution to make to our literature of hope. Although, honesty compels us to admit, many scientists have helped bring the present anti-science movement down upon their heads by the way in which, outside their laboratories, they have indulged in sterile dogmatisms, unsupported by their own researches, which, for the man in the street, have robbed life of its meaning.

It is far from my intention to suggest by all this that the churches will play no part in the needed renewal of our civilization. I mean only that, for the time being, many of our churches are being regrettably rent by doctrinal debates that are paralyzing their power as spiritual factors in our common life. There has never been a time when men were as spiritually hungry as they are today. This is not an irreligious age. Only the superficial observer will pass such judgment upon it. Men are hungry for spiritual leadership. Men are interested as never before in the mystery and the mastery of life. They want light on the mystery of life and leadership in the mastery of life. And they do not know where to turn for this light and for this leadership. They turn to the scientists, and find that many of them have been so busy with their analyses that they have lost the sense of synthesis; that life, to them, is a series of proved, but unrelated, facts. They turn to the churches, and they find many of them rent with a bitter theological warfare. They find that, in many instances, the praying-ground has been turned into a prize-ring, and that, to paraphrase one of Mr. Bryan's widely quoted phrases, many ministers would travel at least as far to save a syllogism as to save a soul. Warfare, even in defense of a righteous cause, is a spiritually destructive process; and this applies to theological as well as to military warfare. The man in the street does not indulge in nice discriminations. He does not realize that the majority of ministers and laymen are not interested in this ill-advised and ill-mannered boxing-bout of the dogmatists, but are devoting their insight and energy to just the things in which he is interested—the mystery and the mastery of life.

Fourth, I should like to make clear that a realistic literature of hope has no connection with the exploded myth of automatic progress. Any hope that can be entertained by honest minds must be contingent upon

humanity's having the wit, the will, and the technic for using the forces of health that may be at hand. The modern mind cannot resign itself to any fatalism, either a fatalism of hope or a fatalism of despair. We are, for good or for ill, the architects of our own future. We are not doomed to war or famine or pestilence. If these come, it will be because we let our knowledge rot in our laboratories and in our brains. And no beneficent power will carry us baby-like into peace, health, prosperity, and happiness. These await our intelligent use of the knowledge that is ours. The blind believer in progress has no contribution to make to our literature of hope.

I make no apology for having consumed virtually all of the time that is at my disposal in saying what the literature of hope is not, and reserving only a few brief moments for a description and analysis of the literature of hope. The present status of the literature of hope makes this the only truthful treatment. The only realistic literature of hope that we have is as yet an almost hopelessly incoördinated mass of raw materials. We may call it a "literature" of hope only by courtesy. It would, for instance, be an easy matter to compile a list of titles for a "five-foot shelf" of the literature of despair, because the literature of despair has been written down in terms of clear-cut generalizations and confident prophecies, the authors of which have consciously set themselves to the task of predicting the future of Western civilization. The literature of despair is essentially a literature of prophecy based upon an analysis of what is happening and what is likely to happen to our civilization because we have run into certain biological, psychological, economic, political, administrative, and moral blind alleys. The literature of hope is not a literature of prophecy at all. It is simply the as yet incoördinated collection of all the new ideas, new idealisms, and new spiritual values that have been thrown up as by-products of the sciences, philosophies, and practical adventures of the modern mind, which, if we had the wit and will and technic to use wisely in the rearing of our families, the administering of our schools, and the running of our governments, industries, and professions, might close the door to a new dark age and open the door to a new renaissance. Thus we see that our real literature of hope has not been written by optimistic prophets; it has been written by men who may not have been at all concerned with speculations about the future of civilization, but by men who are animated primarily by the itch to know.

Modern biology has thrown up a few ideas that represent biology's net contribution to the social and spiritual future of civilization, a few ideas that we have not yet taken seriously either in our social policies or in our personal lives. What are these ideas? I shall not, as a layman, presume to say. That question must be answered by some man in whom a knowledge of biology and a flair for social leadership meet and merge. Modern psychology has likewise made its contribution to the social and spiritual future of civilization. So has economics. So has sociology. So has the science of administration. So have the men who have given their lives to the study of ethics. So have all the sciences and philosophies. So have all the practical adventures in politics, in industry, and in the professions. If we could ferret out these creative and germinal ideas and list them, we would have an inventory of the raw materials of renaissance.

Unfortunately, many of these ideas are today buried under the jargon of technical scholarship. Many of them are still under the exclusive patronage of cloistered intellectuals. They are insulated from fruitful contact with our common life. And just as long as we allow these tonic ideas and energizing ideals and creative spiritual values to lie unused in the corners of obscure laboratories, in the far-from-the-world philosopher's closets, and in the brains of more or

less inarticulate scholars, our common life will be captured by catchwords, ruled by snap judgments, and rifled by special interests.

There is going on today throughout the civilized world a high-tensioned conflict between what H. G. Wells has described as "very powerful social and political traditions" and "a spreading tide of new knowledge and an unprecedented onrush of new inventions that are entirely incompatible with these social and political traditions that still dominate men's minds."

It is in this "spreading tide of new knowledge" and in this "unprecedented onrush of new inventions" that we must look for our literature of valid hope. We can get along without smiling prophets of a golden age to come if we can only find the men and women who will uncover and thrust into the stream of popular thought these new ideas, these new idealisms, and these new spiritual values upon the use or disuse of which the future of Western civilization depends. Their use will spell renaissance. Failure to use them will spell dark ages. They wait only for adequate leadership to touch them into life.

We may, I am convinced, realize a renaissance of Western civilization within the lifetime of this generation if we consciously set ourselves to the task of making these raw materials the basis of the policy and action of our common life.

Western civilization must, as I see it, choose between voluntary social control and involuntary social suicide. And the only sound social control will be a control in terms of the best knowledge that we have. The problem of our generation is to bring knowledge into contact with life and to make it socially effective. The men and women who can help us to do this will be the engineers of a new renaissance.

GLENN FRANK

HOME ECONOMICS WOMEN IN BUSINESS

THE "Home Economics in Business" Section is the most recently formed division of the American Home Economics Association. Because its organization recognizes the entrance of Home Economics into new fields, a summary of its development and purpose is worth consideration. The application for membership in this section indicates by its blanks just how much importance is attached to educational training and experience and especially to the endorsement of an executive in the firm concerning the policies and purpose of their Home Economics work.

In making my study it was obviously impossible to get in touch with all women in business, but it has been possible to investigate some of the different types of work being done. Twenty-one letters were written to Home Economics women in different types of business and seventeen replies were received. The aims and type of work of the Home Economics woman in business were asked for in each case.

For some years business organizations have shown a growing interest in availing themselves of a woman's point of view in merchandising their products. Their products are purchased mostly by women and the business man believes a woman can materially help to interpret them to other women. Thus business firms are seeing the link that joins the manufacturer to the consumer. Some examples of these firms are Royal Baking Powder Co., Swift & Co., The Kellogg Co., and The National Dairy Council.

An effort has here been made to analyze the part that Home Economics women have played in the business world by considering their various fields of service:

1. Through research
2. Through personal contacts in field work
3. Through correspondence
4. Through illustrative material

5. Through magazines and newspapers
6. Through department stores

The educational phase of Home Economics was purposely eliminated because this is included in all good business.

"A trained home economist in business uses her knowledge to better the product; she can suggest improved ways to utilize and merchandise it; she also suggests advertising appeals and is of material assistance in bringing this information to dealers and distributors through training schools for sales and demonstration forces; she directs necessary and experimentation research." [1] The director of an important advertising agency, commenting on Home Economics work in advertising, said: "We have proved to our own satisfaction that the trained woman is indispensable in our agency. We are no longer laughed at for scientific and psychological errors in our advertising copy which makes its direct appeal to the home maker. The women we employ have not only scientific training but a background of actual house-keeping." [2]

"The Home Economics woman in business realizes that she is something of a pioneer. She finds herself in some instances almost in competition with the chemist, the engineer, the advertising expert and the bank clerk. She faces the common problems of business with a point of view no one else has; she is the home maker's direct representative in the business world. She has in addition the opportunity and responsibility of carrying her scientific standards into a field where they have not prevailed, and are proving their practical pertinence and value."[3]

Miss Agnes White is in the Educational Division, Advertising Department of the Washburn-Crosby Co., Minneapolis, Minnesota. Explaining the type of research work that is done in this company, she writes as follows: "We have a model kitchen, which is connected with our general offices here in Minneapolis. In this kitchen we test out all recipes that are used for general distribution, for magazine advertising, or in answer to special requests. We also build up new recipes, menu suggestions, and prepare all available material for our Field Staff throughout the United States and the daily broadcasting done by Miss Betty Cracker from the "Gold Medal" Radio Station.

"In addition to this, we carry on a number of problems in experimental work. We are, at the present time, working on a series of experiments trying to determine the effect of adding the egg whites at various stages in various forms in the making of white cake."

Miss White seems to think that the majority of Home Economics women in business are at the present time working more to tie up business conditions with their work than in the research work.

The aim of the director of Home Economics for the Northwestern Yeast Co., Miss Hannah L. Wessling, is as follows:

"To determine the scientific principles affecting any given problem; to work out a standard method and follow this as accurately as possible. The home maker's view point is considered in drawing conclusions and, finally, the results should be made to apply to home problems."

Miss Gudrun Carlson is director of the Bureau of Home Economics and is with the Institute of American Meat Packers. Miss Carlson's work involves almost every phase of educational and publicity work, such as preparation of bulletins, charts, recipes, newspapers and magazine articles, lectures and demonstration. It involves a great deal of writing, gathering and compiling material along scientific and other lines. It means keeping in touch with every type of organization, school or college interested in the field of Home Economics, as well as keeping in close touch with the interests of the housewives of the nation.

[1] *Journal of Home Economics,* August, 1924.
[2] *Journal of Home Economics,* June, 1923.
[3] *Journal of Home Economics,* June, 1923.

The following is an outline of work conducted by the department of Home Economics of the Institute of American Meat Packers:

OUTLINE OF WORK

Reviews and Complications
- meat cookery, recipes from reliable sources
- buying of meat, cuts, accuracy
- nutritive value of meat, scientific material
- experimental work, colleges, etc.

Co-operation
- Women's organizations, clubs, league
- educational institutions
- extension service
- women's publications
- commercial food departments

Articles and Recipes
- newspapers and magazines
- bulletins

Bulletins
- work of department
- institutional use of meat
- special topics

Lectures, Discussions
- clubs, associations
- schools and colleges
- extension departments

Food Classes and Study Clubs
- programs on food questions
- marketing outlines
- bibliographies
- problems of study

Demonstrations
- meat cutting
- meat cookery

Institutional Material
- hospitals
- tea rooms and restaurants
- dormitories, etc.

Motion Pictures
- meat industry
- marketing, cuts of meat
- meat cookery
- demonstrations
- exhibits

Illustrative Material
- exhibits, slides, recipes and menu plans
- nut values, charts, meat cuts, etc.

Consultation
- publicity matter
- questions on home economics

Experimentation and Research

The director of the Home Economics department with R. B. Davis Company is Miss Ruth Leone Rutledge. There is constant research and experimentation upon materials which are used in the Davis Baking Powder. This is done to determine exactly the correct formula for each supply of ingredients as they arrive, and to test the baking powder after it has been made. The Home Economics Department prepares recipes, tests out recipes, does collaborative experimental work and co-operates with housewives and schools in every way possible. Literature is prepared to be used in foods and cookery classes of schools and colleges, and for distribution among home demonstration agents and the women with whom they come in contact.

II. Through Personal Contacts in Field Work

Miss Agnes Boeing, who is educational director for the Cheney Bros., makes the personal contacts between Cheney Bros. and the retail stores who are their patrons. Contact is also made with colleges and other public organizations. While in the field she gives talks on the seasonal silks, especially stressing the higher grade products and discussing further the proper use of these silks in costumes. In the stores she talks to the sales people, usually taking in all of the sales people that are in any way interested in the merchandising of silk whether broad silks or ready-to-wear, featuring the stores' merchandise and giving the selling points concerning this same merchandise. Before clubs and Home Economics groups the talks deal somewhat more with the art qualities of modern fabrics and their origin, illustrating the points made by silk drapes, especially stressing proper use

of highly styled silk fabrics in costumes.

Through the co-operation of the Home Economics leaders and directors, Home Economics women with the North American Dye Corporation have given many talks, lectures, and practical demonstrations before state leaders, local leaders, and classes associated with many of the schools, colleges and universities.

Banks are beginning to create departments for the benefit of home managers. To these Home Economics departments both women and men come for assistance in solving household and personal problems of finance. While personality is doubtless a decided factor for success in this work, and while a knowledge of bank methods is desirable, experience seems to indicate that the woman trained in Home Economics has certain undeniable advantages. She understands home management in its various aspects and has a thorough knowledge of the comparative items that must appear in the home budget; therefore, she can help solve an individual budget problem with greater regard for the comfort and health of the home concerned.

The home service department aims to be a department which will offer lectures and lessons on marketing, food values, menu making, the buying of clothing and furnishings, giving advice, which, if followed, will result in wise spending and increased saving.

The high infant death rate shows the need of Home Economics trained women for home making, as do malnutrition among school children, diseased condition among adults to which improper food is a contributing factor, and the ship wrecks which drift into the courts of domestic relations.

III. Through Correspondence

The Home Economics department of the Libby, McNeill and Libby Food Products maintains the "Mary Hale Martin" service which is conducted by correspondence with thousands of women who read their advertisements. They receive letters from all over the world asking questions concerning the problems that confront women daily in their households; these are carefully answered. They also devise and test recipes used in the advertising, do copy writing, prepare booklets and folders on their products, and judge from the woman's point of view all copy and art work.

IV. Through Illustrative Material

Miss Mary I. Barber is director of Home Economics for the Kellogg Company, Battle Creek, Michigan. The aim of the firm is to increase sales by giving service to housekeepers, teachers, home demonstration agents, and everyone interested in health. This is done by sending out pamphlets, giving lectures, demonstrations, cooking schools, and correspondence. Miss Barber has charge of newspaper work and the nutrition clinic in the office and answers all letters concerning diet.

The Home Economics department of the Calumet Baking Powder Company prepares all the educational literature for use in schools, such as recipe books, sets of monographs, which are complete lessons in baking of biscuits, cakes, muffins, griddle cakes, deep fat frying, and kitchen planning, and baking powder production maps which are planned and prepared in the department for use in connection with baking powder lessons. This department also prepares a "Household Page" which is sent to all of the newspapers in which they advertise. Experimental work is also done, comparing their product with others, as well as making any tests at the request of housewives or salesmen.

For the past six months, this department has had charge of morning and afternoon programs of radio talks on subjects of interest to the home broadcast from station WQJ.

It also prepares and delivers a radio talk daily. Miss Helen H. Downing, director of Home Economics for the Calumet Company, states certain standards that she considers essential for a worker in her field:

"I find it necessary for her to know, not only how to do experimental cookery, and to conduct a demonstration or give a twenty to thirty-minute talk in a pleasing and easy manner, but also to know how to write a brief talk which is not too theoretical. I would like to have someone who can use a typewriter when necessary. She needs to have had experience in selling her ideas to the firm, especially since women in business of this sort are new and the men are skeptical of their ability to 'put things over.'

Miss Ruth Watson, director of educational department for the Royal Baking Powder Company, mentions the advertising agencies, the manufacturers and store demonstrations as some of the work carried on by Home Economics women in business. The advertising agencies carry on research work for their clients, determine whether the product is used as directed by the manufacturer, check up on the results which are guaranteed, and seek new markets and new uses for this product. The manufacturers employ Home Economics women to make up recipes, recipe booklets, and booklets descriptive of their products.

The Royal Baking Powder people employ Home Economics women to give lectures, and demonstrations, in schools, colleges and universities.

There are many Home Economics women who are now in business specializing in textiles, clothing, budget making, etc., and are doing research work in these as well as in foods.

V. Through Magazines and Newspapers

The Farmer's Wife reaches about three-quarters of a million rural homes in all parts of the United States. This offers the opportunity of helping to improve homes.

The trained Home Economics women employed by the Webb Publishing Company have several functions:

1. To vise technical material to make sure that it is sound.

2. To learn at first hand what is going on in the rural field, especially to keep in close touch with the work of the Home Economics Extension divisions in the various states.

3. To make contact with trained women who can write and so become members of our staff of contributing editors; through them, to pass on the best information in Home Economics through our various departments in the magazine.

4. To gather information as to the best experience in rural communities and to make this information available to other communities, that they may "go and do likewise."

The work and policies may be summed up as follows: To gather from all sources, information on better home making, to select from the information so gathered that which is sound in principle, and then to make this selected information available to rural women in the United States through the pages of *The Farmer's Wife.*

The Home Economics department of the *Delineator* is edited by Professor Martha Van Rensselaer, director of the school of Home Economics at Cornell University. Miss Van Rensselaer was selected by a committee of the League of Women Voters to represent Home Economics as one of the twelve greatest living American women. The program and politics of the department are planned and arranged by Miss Van Rensselaer.

Articles on food preparation, nutrition, family feeding, and household management and equipment are, for the most part, supplied by members of her staff at Cornell University and are written under her personal supervision and edited by her. Contributed articles are bought only when they can meet Home Economic standards. The Home Making department does a great deal of personal work for its readers and offers much service material outside of that given in articles. Answering correspondence and the preparation of this service

material forms a large part of the work of the department.

It is the accepted policy of the *Delineator* that the assistant editor shall also be a Home Economics person. Miss Alice Blinn is the present assistant.

Good Housekeeping Magazine established the Good Housekeeping Institute, and has employed technically trained women to perform their work. The real purpose of this institute was: "To take the eternal drudgery out of housework, and to allow the overburdened housewife to straighten her back, to look up from her work, to find time for rest, for play, for the broader duties which her new-found citizenship was ultimately to bring to her willing trust."

To carry this into effect, work was begun on the testing kitchen which was to be the source of progressive ideas in household equipment and administration.

In 1916 larger quarters were sought and with this change, the Cookery Department of the magazine was incorporated into the Institute which was divided into two branches, The Department of Cookery and The Department of Household Engineering. The Department of Household Engineering has given women standards by which to judge the intrinsic value of household equipment. It has eliminated waste, expensive experiment, and disappointment. It has enabled women to scrutinize with scientific attention the ways and means of organizing their household tasks, to work with less effort, in shorter time, but with better results. And the Department of Cookery has taken much of the burden out of cooking, made its results more certain, more palatable, and less monotonous.

Visitors are constantly going through the Institute and each department has a technically trained woman to operate the different devices and demonstrate their products.

Experiments are made in the testing units that have raised American cookery to an art and have furthered its application in home life. New, delicious recipes are tried out and standardized so that the results can be exactly duplicated by closely following the directions.

Besides putting them to practical use, devices are given special standardized tests by the Department of Cookery workers to get comparative data to check against established standards. For example, every range is used for making baking powder biscuits, mixed in accordance with the standard formula and baked at a definite temperature for a predetermined time. These buscuit tests are devised to show the distribution of heat in the oven and the browning qualities.

Good Housekeeping Institute interprets to the manufacturer the needs of the housekeeper.

In the Institute there is an Engineering and Research Laboratory. Here technical tests are designed to aid in interpretation of practical operation tests.

A variety of every-day tests are made in which each device is put to actual use. One of these is the sewing machine and whether electric or treadle type it must produce first-rate finished products. The quality of hardware on a kitchen cabinet is one of the details to be watched. Mops, mop wringers, pails, and all other floor cleaning appliances are given study and tests.

The Department of Cookery is concerned primarily with testing recipes and various methods of cookery for the editorial pages of the magazine. It aims to make a recipe so clear, so easy to follow, and at the same time so concise, that the most inexperienced housewife may follow it and obtain a perfect result.

The Good Housekeeping Institute buys articles from professional writers who are recognized authorities on Domestic Science subjects. This material is also thoroughly tested by the staff of experts in the Institute kitchen. The original material written by members of the Department of Cookery is perhaps the most valuable and unique phase of the work.

Service is given the housekeeper through the pages of *Good Housekeeping.* The second source of inspiration comes from contact with housekeepers in all parts of the country.

VI. Through Department Stores

There are two phases of this work: 1. The professional shopper who helps the customers to buy and select. 2. Education of sales people in the store.

In connection with buying there are five questions to be considered: why, what, when, how, and where, in the department stores.

The work of Miss Ruth Wilmot, a textile specialist for R. H. Macy & Co., is largely advisory in character. She is particularly interested in all the home furnishing departments, such as furniture, draperies, rugs, lamps, pictures, etc. Miss Wilmot helps the buyers of these departments to select merchandise of good taste, color and design, and aids in the promotion of the sale of such merchandise by better display in the store. To accomplish this there is a department of Interior Decoration, which is in charge of Miss Wilmot. It is the intention of the firm to have Miss Wilmot take the department group by group, endeavoring to bring up the character of the merchandise without increasing its price.

The very generous response from the Home Economics women to whom I have written can only suggest, of course, the wide range of activities in which women are now participating in business. But still further evidence of this variety may be gained from the following list of members of the "Home Economics in Business" Section, which shows the business affiliations of each:

Eleanor Ahern, Director, Home Ec. Dept., Proctor and Gamble, Ivorydale, Ohio.

Helen W. Atwater, Editor, *Journal of Home Economics,* Grace Dodge Hotel, Washington, D. C.

Erna Bertrans, Director, Food Ec. Dept., Armour and Company, Union Stock Yards, Chicago, Illinois.

Lillian Backus, Director, Personal Service, The Greater N. Y. Savings Bank, 5th Ave., 9th and 10th Sts., Brooklyn, New York.

Bertha Baldwin, Food Technician, *The Herald Tribune Inst.,* 225 W. 40th St., New York, New York.

Keturah Baldwin, Business Manager *Journal of Home Economics,* 1211 Cathedral St., Baltimore, Maryland.

Mary I. Barber, Home Economics Director, Kellogg Company, Battle Creek, Michigan.

Alice Blinn, Asst. Editor *Delineator,* Butterick Building, Spring & MacDougal Sts., New York, New York.

Alice Bradley, Miss Farmer's School of Cookery, and Household Editor, *Woman's Home Companion,* 30 Huntington Avenue, Boston, Mass.

Dorothy Buckley, Nutrition Specialist, Conn. Dairy and Food Council, 450 Asylum St., Hartford, Conn.

Genevieve Callahan, Home Department Editor, Better Homes and Gardens, Meredith Publications, Des Moines, Iowa.

Gudrun Carlson, Director, Bureau of Home Economics, Institute of American Meat Packers, 509 South Wabash Avenue, Chicago, Illinois.

Aubyn Chinn, Nutrition Dept., Philadelphia Inter State Dairy Council, 1211 Arch St., Philadelphia, Pennsylvania.

Mrs. Virginia W. Collins, Director, Home Economics Dept., Nebraska Power Co., Omaha, Nebraska.

Mary L. Conwell, Nutrition Worker, Pittsburg District Dairy Council, 451 Century Building, Pittsburg, Pennsylvania.

Elizabeth L. Cowan, Special Agent, Equitable Life Assurance Society, 345 Consolidated Building, Indianapolis, Indiana.

Mabel Jewett Crosby, Household Editor, *Ladies' Home Journal,* Curtis Publishing Company, Independence Square, Philadelphia, Penn.

Doris B. Datson, Home Service Dept., Providence Gas Co., 62 Wayhassett St., Providence, R. I.

Mrs. Helen Downing, Director, Home Ec. Dept., Calumet Baking Powder Co., 4100 Fillmore St., Chicago, Illinois.

S. Agnes Donham, Lecturer and Service Worker in Savings Banks, 46 Dovering St., Boston, Mass.

Leonore Dunnigan, Farmer's Wife, Webb Publishing Co., St. Paul, Minn.

Mrs. Harriet Cole Emmons, The H. K. McCann Co., 247 Park Ave., New York, New York.

Louise Fitzgerald, Director, Organization Work with Women, National Dairy Council, 910 South Michigan Ave., Chicago, Illinois.

Marjorie Foster, Nutrition Specialist, New England Dairy and Food Council, 51 Cornhill, Boston, Mass.

Gladyse B. Coldthorpe, Asst. Nutrition Specialist, Conn. Dairy and Food Council, 301 Federal Bldg., New Haven, Conn.

Faye Hamilton, Lecturer, Bureau of Home Economics, New York Edison Company, 124 West 42nd Street, New York, New York.

Mrs. Mary Reed Hartson, Director, Home Service Division, Jewel Tea Company, Inc., 5 North Wabash Avenue, Chicago, Illinois.

Blanche Ingersoll, Associate Editor, *The Ameri-*

can Food Journal, 37 W. 39th St., New York, New York.

Helen Louise Johnson, Lecturer, Writer and Adviser in Home Ec., Women's University Club, 106 E. Fifty-Second St., New York, N. Y.

Angeline Keenan, Nutritionist, National Dairy Council, Philadelphia Inter-State Dairy Council, 1211-1213 Arch Street, Philadelphia, Penn.

Mary E. Keown, Director, Education Dept. American Washing Machine Manufacturers' Association, 10 South LaSalle Street, Chicago, Ill.

Margaret H. Kingsley, Asst. Household Refrigeration Bureau, National Assn. of Ice Industries, 51 Chambers Street, New York, N. Y.

Mrs. Frances Kline, Extension Field Agent, Education Dept., Jell-O Co., Inc., Le Roy, New York.

Dorothy Knight, Director, Home Ec. Dept., Libby, McNeill and Libby, Union Stock Yards, Chicago, Ill.

Ann T. Lamb, Nutrition Worker, National Dairy Council, 910 South Michigan Ave., Chicago, Illinois.

Jessie B. Lane, Head, Home Ec., Dept., Adirondack Power and Light Co., Schenectady, New York.

Ina Lindman, Educational Director, Boston Woven Hose and Rubber Co., Boston, Mass.

Isabel Ely Lord, Pres.-Treas., The Proxy Shoppers, Inc., 7 East 39th St., New York, New York.

Harriet Mason, Editor, Home Ec., *The Ohio Farmer,* Cleveland, Ohio.

Sarah McLeod, Director Home Ec. Bureau, Society for Savings Bank, Cleveland, Ohio.

Mrs. Ida Rigney Migliario, Home Economics Editor, Capper Pub., 8th and Jackson Streets, Topeka, Kan.

Mrs. Nell B. Bichols, Writer, Cromwell Publications, 381 Fourth Ave., New York, N. Y.

Mrs. Louise E. Northrup, Philadelphia Inter-State Dairy Council, 1211-13 Arch Street, Philadelphia, Penn.

Jean K. Rich, Educational Dept., Royal Baking Powder Co., 420 Fullerton Parkway, Chicago, Illinois.

Marion S. Rose, Educational Dept., Royal Baking Powder Co., 100 E. 42nd St., New York, N. Y.

Bess M. Rowe, Field Editor, *The Farmer's Wife,* Webb Pub. Co., St. Paul, Minn.

R. Leone Rutledge, Director Domestic Science Dept., R. B. Davis Company, Hoboken, New Jersey.

Edith Salisburg, Life Insurance Underwriter, New York Life Insurance Company, 435 Woodward Bldg., Washington, D. C.

Marie Seller, Home Ec. Editor, Pictorial Rev. Co., 222 West 39 St., New York, N. Y.

Marjorie Six, Organizer and Nutrition Director, Pittsburg District Dairy Council, 451 Century Building, Pittsburg, Pa.

Martha Stedman Smith, Nutrition Worker, Philadelphia Inter-State Dairy Council, 1211-13 Arch St., Philadelphia, Pa.

Edna Sparkman, Home Ec. Editor, *Today's Housewife,* 134 E. 70th St., New York, N. Y.

Elsie Stark, Nutrition Director, Nat'l. Dairy Council, 1429 1-2 N. 5th St., Columbus, Ohio.

Mabel J. Stegner, Research Work, J. Walter Thompson, 244 Madison Ave., New York.

Irene Hume Taylor, Dr. Home Ec. Dept., Swift & Co., Union Stock Yards, Chicago, Ill.

Barbara Van Heulen, Forsythe-Van H. Real Estate Brokers, 69 W. Washington St., Chicago, Illinois.

Ruth Watson, Dir. Educational Dept. Royal Baking Powder Co., 100 E. 42 St., New York, N. Y.

Margaret Weimer, Home Service Dept., Washburn-Crosby Co., Minneapolis.

Elizabeth Weirick, Textile Chemist, Sears, Roebuck & Co., Homan and Arthington Ave., Chicago, Ill.

Hannah L. Wessling, Dir. Home Ec. Dept., Northwestern Yeast Co., 1750 N. Ashland Ave., Chicago, Ill.

Agnes White, Educational Division, Adv. Dept., Washburn-Crosby Co., Minneapolis, Minn.

LOUISE KEELING

FROM BOOK TO SCREEN

A MOVIE PRODUCTION BY FIRST GRADE

Situation—After we had told and dramatized a number of stories, the question came from the class, "What else can we do with a story?" The children decided they would like to make a "movie" from one of the stories. How they developed this idea is told below.

I. *What the Children Did*

A. They made a survey of stories to find the ones best suited for "movies."

1. In doing this they read the following stories:

   The Three Bears—*Elson Extension Series, Primer.* Scott Foresman Co., N. Y. The Gingerbread Boy and Wee Wee Woman—*The Winston Readers, Primer.* Jno. C. Winston Co., Phila. The Three Pigs—*Everyday Classics, Primer.* Macmil*lan Co., N. Y.*

2. While the children were preparing their stories, I read or told to them: Little Black Sambo—Bannerman, Fred A. Stokes Co., N. Y.; Peter Rabbit—Potter, Fred Warner & Co.,

N. Y.; The Little Engine That Could—*Elson Extension Series, Book I,* Scott Foresman Co., N. Y.; The Boy and the Goat—*The Winston Readers, Primer,* Jno. C. Winston Co., Phila.; The Billy Goats Gruff—*Everyday Classics, First Reader,* Macmillan Co., N. Y.

3. As each story was read, I listed its title on the blackboard.

4. They dramatized each of the stories in order to note those best suited for a "movie."[1]

a. Class selected a manager who chose the characters.

b. The class arranged the scenes and played the story. After this they discussed ways to improve the play and rehearsed it once more.

B. They planned a "movie" for each of four stories, namely: Little Black Sambo, Peter Rabbit, Three Billy Goats Gruff, The Three Bears.

1. Class decided which of the stories dramatized were best for "movies."

2. They revised the division of scenes made when stories were dramatized, checking particularly on sequence of scenes.

3. They made appropriate pictures for each scene.

a. They decided to use sheets of white paper 18x24 inches and color with crayons.

b. They drew and colored pictures of each scene. The children improvised an easel by placing the sheet of paper flat on top of their tables.

4. They fastened the pictures together.

a. They pasted the pictures flat with edges overlapping about one inch. To the first picture, another sheet with the name of the story printed on it was pasted.

b. They fastened the pictures to a frame so that they could be rolled.[2].

C. They planned the program.

1. Class selected one child to tell the story of each picture as reel was turned.

2. After class had suggested ways to improve, the child retold the story.

D. They gave the "movie."

1. The manager announced name of "movie."

2. Two children turned the reel as the appointed child told the story of each picture.

II. *Values Derived from Making the Movie*

A. Skills Strengthened.

1. In silent reading the children gained in power to analyze a story into thought units. This was done both in choosing the scenes and in deciding what were the points to be emphasized in each picture.

2. In fine arts they learned how to use crayons smoothly and how to select pleasing colors for objects and costumes. They also had practice in placing objects in a picture according to their size, importance, and distance.

3. In industrial arts they learned to print carefully. They learned to make the capital letters one space high and small letters one-half space, and to leave the distance between words twice as much as that between letters.

B. Attitudes Encouraged.

1. Coöperation—one child put paste on

[1]Dramatizing each of the stories took a good deal of time, but it seemed worth while because it threw the plot of each story into high relief and because it was the children's idea of how to do it.

[2]To make the frame take three 36-inch pieces of 1¼x1¼-inch boards. Two of the 36-inch uprights of 1¼x1¼-inch are fastened into a base board 2x2-inch, with a third 36-inch of 1¼x1¼-inch across the top. With a nail fasten two round rods (broomsticks will do) about three inches from either end, to the top and bottom of frame so that the rods will turn. Then attach the ends of the roll to the round rods with thumb tacks.

edge of a sheet while a second child placed edge of next sheet over that of the first one.

2. Judgment—class thought a certain scene could be improved and made definite suggestions; children acted this scene again, meeting the suggestions.
3. Leadership—one child arranged the scenes with the help of the cast.

MARY E. DUNCANSON

ATTRACTIVE BOOKS FOR CHILDREN

In all Christian nations December is a month when the hands and hearts of grown-ups are attempting to add to the happiness and development of children. Since six years ago when Children's Book Week was instituted, November is also coming to belong to children. Both at Christmas time and during Children's Book Week, teachers, parents, and librarians are thinking of books as gifts to children, and are encouraging the reading of the best books.

American parents give freely to their children whatever money can buy. Small wonder that the writing and publishing of children's books has grown so rapidly in the past few decades. But for every really fine book printed a vast number of worthless juveniles are for sale. The reading tastes of children must be developed so they will enjoy the rich field of literature which was not available to youngsters a century ago. Powerful influences of another character have grown up in our time along with the wealth of opportunity in better schools, more libraries, and books. The comic supplement and jazz-movies reach multitudes of children in whose homes books are not bought or read in the family circle, who attend one-room or small graded schools where libraries do not exist or are poorly selected.

To encourage a child to have a library of his own wherein he will delight to browse and learn to use his leisure wisely, to assist parents in the selection of good books for their children is the happy opportunity of teachers and librarians. In the too many places where there is no library the teacher is the only one to give this service.

The books mentioned in this article may help teachers in selections for school libraries, as guides for supplementary reading and gifts. These or any other books, regardless of publisher, may be bought from either of the following library jobbers: A. C. McClurg & Company, 333 East Ontario Street, Chicago, Illinois, or G. P. Putnam's Sons, 26 West 45th Street, New York City.

Your own library has some of these books. Write to the secretary of your State library commission for a loan library. Excellent lists of books and helpful publicity material for book promotion can be obtained from the American Library Association, 86 East Randolph Street, Chicago; the Bureau of Education (Home Education Division), Washington, D. C.; and the National Association of Book Publishers, 25 West 33d Street, New York City. Some of the publicity material from the above sources will suggest to teachers how editors of local papers can be interested in promoting better reading and library growth, and how local bookstores can be interested in having a high grade of juvenile reading for sale. The following titles for the eight grades are a few of many selected by children's librarians:

Æsop's *Fables* and Anderson's *Fairy Tales*— so well known that comment is not needed.

Boutet de Monvel's *Joan of Arc*—one of the most beautiful picture books ever published in this country.

Brooke's *Golden Goose Book,* clearly printed, with artistic cover and drawings, full of action and humor.

Caldecott's Picture Books—very clever and amusing picture stories of nursery rhymes in colors.

Collodi's *Pinocchio,* a translation of a famous Italian juvenile classic—the wonderful adventures of a wooden marionette.

Greenway's *Pied Piper of Hamelin.* Combines a poem of literary value with most beautiful and quaint colored illustrations.

Kipling's *Just So Stories.* Answers fully such questions as Where the elephant got his trunk, How the camel got his hump, etc.

Mother Goose. Many editions, some very beautifully illustrated, of this old classic which always delights small children.

Beatrix Potter's *Tale of Peter Rabbit* in story and picture, so human that all children delight in it.

Perkin's *Dutch Twins*—amusing, instructive, encouraging friendship and good will toward a foreign people.

Stevenson's *Child's Garden of Verse.* The beauty and simplicity in this book always appeals to children. No child should miss it.

Smith's *Chicken World*—list of a family of chickens. Colored illustrations throughout which interest, amuse, and give information. Most delightful.

Alcott's *Little Women*—one of the best stories for girls ever written.

Arabian Nights, edited by Wiggin and Smith. Excellent choice of the tales; very fine illustrations.

Bennett's *Master Skylark*—story of a boy singer of Shakespeare's time.

Buckley's *Children of the Dawn*—admirable versions of old Greek tales.

Carroll's *Alice's Adventures in Wonderland*—a well-known classic which all children should know.

Defoe's *Robinson Crusoe.*

French's *Lance of Kanana*—story of a gallant Arabian boy.

Grahame's *Wind in the Willows*—unusually attractive tale of ainmal adventure.

Harris's *Uncle Remus*—the best of animal and southern negro stories.

Kipling's *Jungle Book*—a wonderful picture of one human—the boy Mowgli—among jungle animals.

Spyri's *Heidi*—story of a little Swiss girl as beautiful and inspiring as her Alps mountains.

Zollinger's *Widow O'Callaghan's Boys*—humorous, plucky struggle of an Irish widow and her seven sons.

Blackmore's *Lorna Doone.* Tells of the savage deeds of outlaws in old England.

Cooper's *Last of the Mohicans*—the best of his Indian tales.

Ollivant's *Bob, Son of Battle*—one of the best dog stories ever written.

Stevenson's *Treasure Island,* story of piracy and concealed treasure.

Scott's *Ivanhoe,* romantic picture of England in the time of Richard the Lion-Hearted.

Twain's *Tom Sawyer*—story of boys' pranks in being pirates and robbers.

ETHEL BLAKE

All-the-year sessions are proposed for the high schools of Omaha, Nebr., following the successful experience of the technical high school with the four-quarter plan. This school has been operating 48 weeks a year for 7 years, and the plan has proved very satisfactory. A 4-year class is graduated at the end of each 12-week quarter. Bright and energetic pupils may complete the entire course in three years. The other three high schools have already adopted an 8-week summer session.—*School Life.*

Training in art appreciation as a part of secondary education is one of the principal topics to be discussed at the International Congress of National Federations of the Personnel of Public Secondary Education to be held in Belgrade, Yugoslavia.

THE MODERN FOREIGN LANGUAGE STUDY

EXTENDED research work involving a number of controlled experiments in the administration of achievement tests in modern foreign languages has been undertaken by the Modern Foreign Language Study, a research organization under the auspices of the American Council on Education. Professor Robert Herndon Fife, of Columbia University, is chairman of the Committee on Direction and Control, which has issued so far two bulletins bearing on the program of the study.

The classroom teacher of modern languages who wishes to coöoperate in this national undertaking will find presented in the following pages a general statement of the study's plans.

MEASUREMENT OF ABILITY IN THE MODERN FOREIGN LANGUAGE

An important step in the improvement of learning and teaching the modern languages is the determination of the present standards and accomplishments in school and college instruction. For this purpose it is necessary to develop and apply more adequate and objective devices for measurement than we now possess and to administer them widely. In the construction of tests personal and subjective judgments of achievement and progress must be eliminated so far as possible, and the present highly varying systems of marking results replaced by an objective system of scoring which will be easily understood and uniformly administered. Valid, reliable, and comprehensive standards of measurement are important for the establishment of norms of achievement and for making reliable comparisons. Only through such means of measurement can the effect of varying methods, abilities, ages, and conditions of instruction be lifted out of the realm of opinion and conjecture. Accurate measurement must precede intelligent discussion. Such means of measurement, though applicable to all students within their range of use, do not, of course, imply any dead uniformity in the contents or methods of instruction. Indeed, their value lies in the possibility of accurate measurement for purposes of comparison of skill and capacity in language attained by the most widely divergent methods.

I. TESTS OF LINGUISTIC ABILITY AND PROGRESS

To determine accurately a fairly complete profile of a pupil's achievement in so complex a matter as ability in the foreign languages requires the following battery of tests:

1. *A Vocabulary Test,* to measure growth in vocabulary at successive stages under varying conditions and with varying methods.
2. *A Silent Reading or Comprehension Test,* to measure the ability to read and understand the written or printed language.
3. *A Translation-into-English Test,* to measure ability to render a foreign language into English.
4. *A Translation Test,* to measure ability to render English sentences or passages into the foreign tongue.
5. *A Written Composition Test,* to measure ability in free composition.
6. *A Grammar Test,* to measure functional knowledge of forms, syntax, and idiom.
7. *A Pronunciation Test,* to measure ability to enunciate correctly the sounds and words of the foreign language.
8. *An Aural Comprehension Test,* to measure ability to understand a foreign language when spoken.
9. *An Oral Composition Test,* to measure ability to speak the foreign language.

II. THE CONSTRUCTION OF ACHIEVEMENT TESTS

Since, with a few exceptions, such tests do not now exist, it will be necessary to construct them in the four languages concerned

—French, German, Italian, and Spanish. For some of the capacities involved test techniques affording satisfactory models have been well worked out in English. For others, such models are altogether lacking and it is hardly possible that the *Study* can construct thirty-six standard tests of satisfactory character. The building of even one such test is an involved and difficult process, for experience has shown that an uncritical assembly of test items into one of the many novel forms developed in intelligence and educational testing will not result in a useful test for accurate discrimination. The steps in the construction of a standard test are clearly marked and are the following:

1. *The selection of test items.* In view of the diversity of texts, curricula, and methods, the materials must be analyzed critically and in detail. For example, for a Vocabulary Test a necessary condition is a knowledge of word frequency, and for a Grammar Test a tabulation of the common features in currently used grammars. In a Silent Reading Test the material must be carefully graded in difficulty with regard to vocabulary and syntax. For valid use the test must contain, especially at the early levels, only such items as those with which the students have come into contact, and new items can be progressively added only according to the same rule.
2. *A preliminary grading of material by uniformly progressive steps of difficulty.* This must be based on the judgment of a number of competent teachers.
3. *The selection of a technique that will yield the most reliable and objective measurement.* Preliminary experimentation is needed to determine the most appropriate form of technique. Among such forms are the "true-false" type; the "selection" or "multiple response" type, where the choice is to be made between three, four, five, or more alternatives; the "completion" type, where blanks are to be filled in with the correct responses; the "cross-out" type, where irrelevant words or phrases are to be deleted; the "correction of errors" type, etc.

   As a matter of fact, the choice of the best technique will probably vary with the purposes for which the test is administered; hence not one but several tests with different techniques are useful. For example, in a vocabulary test or in a grammar test the ability to recognize the correct word or form when it is presented as an alternative to other words or forms that are incorrect is not identical with the ability to recall the correct word or form to fill a blank. The scores by the first method will run uniformly higher than by the second. The correlations between the results of the two methods will be very high, however, so that for measuring relative achievement either method may be used. For measuring absolute achievement the functions are certainly, to some extent, independent.
4. *Preliminary experiments with pupils.* On the basis of these the items can be more accurately graded and the usability of the test determined with reference to clearness, reliability, length, convenience of administration, adequacy of time allowance, objectivity of scoring, etc. For this purpose it will be necessary to experiment with several hundred pupils.

When a test has been so constructed, it should have a validity for the establishment of norms of performance. Care must be taken in administration that the sampling of the school population be sufficiently wide and representative for the purpose desired, whether that be the establishment of a norm of accomplishment for the entire country, for a single state, or within a more restricted field.

III. THE CHARACTERISTICS OF A RELIABLE STANDARD TEST OR SCALE

1. *It must be valid.* That is, it must measure what it purports to measure. The hopeless inadequacy of the present tests and school marks has been frequently demonstrated. An early investigation by Starch and Elliott showed that 142 teachers of English in the North Central Association of Colleges and Secondary Schools graded the same paper from 63 to 98 per cent; while the marks for a history paper ranged from 43 to 92, and for a geometry paper from 28 to 92. It is plain that while standard tests are as yet but imperfect measuring instruments, they are so much better than the meaningless things they are designed to replace that the development of them in all school subjects is inevitable.
2. *It must be reliable,* i. e., it must yield consistent results when administered to different groups or to the same group at different times. To determine reliability it is necessary to have equivalent alternative forms. Less satisfactory is the repeated application of the same test or its division into two parts by selecting the items alternatively.
3. *It must be objective,* i. e., the same score must be obtained by different scorers or by the same scorer at different times.
4. *The directions must be brief and explicit, and easily followed.*

IV. THE ADMINISTRATION OF STANDARD TESTS

These tests lose their value unless the directions which accompany them are strictly followed. The test should be given to an entire group, not to pupils especially selected by the teacher. The time limit should be rigorously observed. Even minor departures from the instructions may invalidate the results.

V. THE RESULTS OF STANDARD TESTING

When the full complement of tests is available, a literature of fact can be substituted for the large literature of opinion on such controversial questions as these: The normal growth in ability to read, write, speak, or understand a foreign language by successive semesters; the effect of varying methods on the different abilities in language; the effect on achievement in various abilities which results from the age at which the study of the language is begun; the effect of varying periods of disuse on language abilities; the effect of transfer from the study of one foreign language to another; comparative achievements of pupils beginning a modern language in secondary school and in college; comparative achievements of pupils in European and in American schools; the effect of practice reading vs. practice in translation on the ability to read a foreign language, etc.

VI. PROGNOSIS TESTS

Aptitude for achievement in foreign-language study depends, certainly, upon general intelligence, which can be measured by previous scholastic performances or by an intelligence test. It probably depends also upon certain special aptitudes peculiar to language learning. Wide interest is felt in special prognosis tests for determining aptitude for the acquisition of a foreign language. This learning is, however, a complex process involving various mental processes or factors. In constructing an aptitude test these must first be analyzed and tests devised for each of the special elements so far as they can be isolated, and a battery of tests built up. It is therefore unlikely that a single test will ever be found that will diagnose linguistic ability, though it is possible that a team of tests will be found. It should, however, be stated that the existence of a specialized aptitude for languages is not universally conceded. Several prognosis tests have been devised, but their value has not been demonstrated. From the data available it is evident that progress in a foreign language can be predicted quite as well by a general intelligence test as by

any existing battery of prognosis tests. This important and intricate problem is being attacked vigorously by at least four groups of investigators working for the *Study,* more or less independently of each other, and significant results may be expected.

VII. TESTS AVAILABLE FOR ADMINISTRATION

The *Study* is proceeding as rapidly as possible with the construction of tests. These will be published as fast as they are ready by the American Council on Education and the Conference of Canadian Universities. For the information of teachers there follows a bibliography of standardized tests in modern languages, so far as these have been issued or will be issued at an early date. Further lists will be sent out as the publication of tests goes forward.

School administrators and modern language teachers are urged to procure the tests and administer them as widely as possible, forwarding the scores to the office of the *Study,* in order that they may be studied in connection with other material. Score sheets will be forwarded gratis from the *Study* office on request. The score sheet will show a column for recording the mental age of the student based on an intelligence test. Wherever this information is available or can be secured, it should be filled in.

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ENGLISH NOTES

ENGLISH PROGRAM AT NORFOLK

PROMISE of unusually interesting meetings of the English Section of the State Teachers Association is held out by the announcement of the programs at Norfolk on November 25. The hour and place of meetings will be announced in the complete program issued from the office of Secretary Heatwole.

English Teachers Section

Wednesday morning, November 25

H. Augustus Miller, Jr., Presiding

1. President's report
2. Discussion of plans for the future
3. Report of the Publication Committee.
4. Treasurer's report
5. Election of officers

Wednesday afternoon, November 25

H. Augustus Miller, Jr., Presiding

1. Some English Problems, Mrs. C. B. Bowry, Haytokah Agricultural High School, Nottoway
2. English Grammar in the High School, Professor Asa D. Watkins, Hampden-Sidney College
3. Social English, Mr. S. A. Martensen, Supervisor of Elementary Education, Petersburg
4. The Study of English Literature at Oxford, Professor Arthur Kyle Davis, Jr., University of Virginia
5. A Special Course in Literature for High School Seniors, Mr. T. G. Pullen, Jr., Newport News High School

POETRY AT PETERSBURG HIGH

Three sheaves of verse which appeared in the May issue of *The Missile,* quarterly magazine published by the students of the Petersburg High School, have received merited praise from Miss Harriet Monroe, editor of *Poetry, A Magazine of Verse.*

The verse was written by three seniors in the high school last session; Miss Ruth Ackerman's verses were called "Keepsakes," Miss Elizabeth Ellis's were collected under the title "Thistledown," and Miss Honoria Moomaw's were entitled "The Enchanted Realm."

Miss Monroe's comment, which appeared in the October issue of *Poetry,* follows:

"Although groups of poets, and magazines printing serious verse, are common in undergraduate college circles, parallel movements among high school students are rare. Of unusual interest is the May number of *The Missile,* printed at the town high school of Petersburg, Va. A number of these boys and girls have developed a modern technique in writing verse, and have learned to speak in an individual idiom. Since the talents of promising adolescent poets are often quickly exhausted, perhaps it would be well if young poets everywhere were encouraged to achieve their literary careers before going to college. Most of them would be sifted out, and the others would have a head start in their poetic apprenticeship."

LITTLE THEATRE PROGRAMS

That six separate little theatre organizations in Charlottesville, Lynchburg, and Richmond were active during the past year in presenting programs is disclosed in the October issue of the *Little Theatre Monthly,* published in conjunction with *The*

Drama. The list of programs offered by these organizations is as follows:

CHARLOTTESVILLE: ALBEMARLE COMMUNITY PLAYERS

The Rehearsal, a farce, by Christopher Morley.

The Boy Comes Home, a comedy, by A. A. Milne.

Pennington's, Too, by J. C. Barden.

CHARLOTTESVILLE: VIRGINIA PLAYERS

Back of the Yards, a drama, by Kenneth Sawyer Goodman.

Modesty, a comedy, by Paul Hervieu.

LYNCHBURG: LITTLE THEATRE

Fashion, a comedy, by Anna Cora Mowatt.

RICHMOND: LITTLE THEATRE LEAGUE AND COLLEGE CLUB

The Mollusc, a comedy, by H. H. Davies.

RICHMOND: LITTLE THEATRE LEAGUE WORKSHOP

The Apache, by Charles Mere.

RICHMOND: UNIVERSITY PLAYERS

Romeo and Juliet, a tragedy, by William Shakespeare.

AMERICAN SPEECH

The painfully precise and dry-as-dust formality of what is called "schoolma'am English" is more than a legend—it is often a fact. There is no doubt that teachers of English continually exert an influence toward language fixation. This may be desirable—at least it is to be expected; but on the other hand it is important that among teachers there should be at least some realization of the developing character of language, some perception of its essentially fluid character.

Teachers of English who wish to inform themselves of philological studies in current usage, of shifts in current pronunciation, of dialect studies, and of serious investigations of slang, will find great satisfaction, therefore, in *American Speech.* The first issue of this magazine, edited by Miss Louise Pound of the University of Nebraska and Professor Kemp Malone of The Johns Hopkins University, has just come from the press of the Williams and Wilkins Company, Baltimore, Maryland. The subscription rate is $4.00 a year, but all who wish to become charter subscribers may be enrolled at a subscription price of $3.00 a year. This offer expires January 1, 1926.

In a field which has been covered so far only in part by *Dialect Notes, Publications of the Modern Language Association,* various series of University studies, and occasional essays in popular magazines, *American Speech* will serve to present scholarly linguistic study in a semi-popular form.

In the first issue is a study by Professor George H. McKnight setting forth by example the greater grammatical freedom of British writers as compared with their American contemporaries. There is an entertaining characterization of Noah Webster under the title of "A Linguistic Patriot"; a discussion of new words titled "A Ramble in the Garden of Words," by Frank H. Vizetelly, editor of the New Standard Dictionary; a transcript of "Trouper Talk"; and a delightful consideration of "ABCD goldfish," and what it proves.

IMPROVE ENGLISH OF UPPER CLASSMEN

An English "clinic" is maintained at the University of Wisconsin to aid upper-class students who have completed the required freshmen courses in written English but whose later work shows inaccuracies in English construction. The "clinic" is directed by a committee of five instructors from the departments of journalism, chemistry, history, education, and English. Seventy-six upper-class students in the College of Letters and Science whose English was "sick" were treated in the clinic last year.

—*School Life.*

THE VIRGINIA TEACHER

Published monthly, except August and September, by the State Teachers College at Harrisonburg, Virginia.

Entered as second-class matter March 13, 1920, at the postoffice at Harrisonburg, Virginia, under the act of March 3, 1879.

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Manuscripts offered for publication from those interested in our state educational problems should be addressed to the editors of The Virginia Teacher, State Teachers College, Harrisonburg, Virginia.

EDUCATIONAL COMMENT

THE NEED OF SOLITUDE IN COLLEGE

THE need for solitude in the midst of the activities of college life was stressed by Chancellor Elmer Ellsworth Brown of New York University in an address to the students of the College of Arts and College of Engineering at University Heights at the opening of the fall session.

"You will hear much said about society," Chancellor Brown said. "You will be told that association with other men is the main thing in your college life, that to play your part with men is the main outcome of college life. That is all of it true. But my thought is that you are to have within you a refuge, where you can be alone, even in the midst of the crowd; and that you shall put that retreat to a worthy use, which the crowd can neither give nor take away.

"You have all of you passed our intelligence tests. But what a college we should have, what classes, what athletics, what fraternities, dramatics, journalism; what a country we should have, what industry, what institutions, politics, and social life, if every man among us brought to his corporate and coöperative life some fruit of the spirit, serenely ripened in the walled garden of his inner life.

"His secret dealings with truth, ambition, and beauty; his reading of books and his thought of what he has read; the amusement and the inspiration he may find in after-thoughts of his intercourse with men; and the inner resource, the waters drawn from the springs of unselfish affection.

"It is in the light of the religious recluse that the cultivation of solitude reaches its highest pitch of intensity—its best and worst. I have no thought of prompting a college student to be a recluse of any kind. But I say nevertheless that the best and ablest among you will develop the power of withdrawal from the world on occasion, for the freshening of your lives. The philosophical thinker must do his best thinking alone. The master of scientific research must have this power.

Citing the new translation of Petrarch's *Life of Solitude,* Chancellor Brown spoke of the necessity for an acquaintance with the master works of human art and thinking in order to meet one of the most modern and insistent needs of practical life—the need of understanding men.

"You can know men jauntily without such aid," he said. "But I doubt whether any man can know his fellow-man truly, save as he discovers him through a knowledge of mankind. How can you sense his quality and motives, unless you know something of those enduring qualities and motives which have lived through the life of the ages? How can you praise them, without knowing the higher levels which humanity has from time to time achieved? A wide and appreciative acquaintance with this achievement is what is known as a liberal education.

"Let me remind you that the supreme association of college life is that of students with teachers. While you are in college, it is your privilege to know these men and to be their fellow students."

CONSOLIDATED SCHOOLS BETTER THAN SMALL SCHOOLS

Comparing costs and results of education in consolidated and in one-teacher schools in Connecticut shows that 29 per cent of pupils 14 years of age in one-room schools drop out during the school year, but only 8 per cent in consolidated schools drop out; 41 per cent of those 15 years of age in one-room schools drop out, as compared with 12 per cent in consolidated schools. The percentage of elimination in the fifth, sixth, seventh, and eighth grades of one-teacher schools is approximately twice as great as in the same grades in consolidated schools. Of the teachers in one-teacher schools, 23 per cent have had two years or more of professional training, compared with 49 per cent in consolidated schools; and teachers in consolidated schools have on the average two years more experience than those in one-teacher schools.—*School Life.*

ANOTHER STUDY OF INEQUALITY OF OPPORTUNITY

Educational opportunities in Georgia are unequally distributed owing to the unequal distribution of wealth. Ten counties possess 46 per cent of the assessed value of property, while less than 1 per cent is in 10 of the poorest counties. Three-fourths of the children of the State, considering the white population only, are in counties financially unable to give them proper schooling; so that, while the compulsory school law requires six months of school, many of the counties are too poor to provide it, according to figures compiled by Ralph E. Wager, of Emory University.

On a 5-mill school tax, Fulton County could spend $19.50 annually on the education of each child of school age, but Coffee County would spend only $1.96. Consequently, the State allotment of $4.60 per capita does not begin to meet the deficiency in the poorer sections.

LIBRARY TRAINING

A school for the training of colored librarians has been established at Hampton Institute, with the approval and cooperation of the officers of the American Library Association, the Carnegie Corporation, and the General Education Board. Work began September 24, 1925.

The work of the school will be upon the collegiate level, and students will be given opportunity to qualify for the degree of Bachelor of Science. The Huntington Library of over 50,000 volumes will be used as the school laboratory.

INSURING GROWTH

Since in reality there is nothing to which growth is relative save more growth, there is nothing to which education is subordinate save more education. It is a commonplace to say that education should not cease when one leaves school. The point of this commonplace is that the purpose of school education is to insure the continuance of education by organizing the power that insures growth. The inclination to learn from life itself and to make the conditions of life such that all will learn in the process of living is the finest product of schooling.

—*John Dewey.*

Rural vacation schools were maintained last summer in 24 Virginia counties, with an enrollment of 3,847. Among the students were men and women past 50 learning to read and write, and because of their zeal they made remarkable progress in a four to six weeks' term, with a study period of only two hours a day.

A 12 months' public school session in Arlington County has been authorized by the Virginia State Board of Education. It is an experiment which may be the beginning of an all-year-round school policy in Virginia.

BOOKS

REVISED AND IMPROVED

THE SMITH-MCMURRAY LANGUAGE SERIES. By C. Alphonso Smith and Lida B. McMurray. Richmond, Va.: Johnson Publishing Company. 1925. First Book. Pp. 383. 57 cents. Second Book. Pp. 407. 60 cents.

The Smith-McMurray Language Series has as its basal aims fluency and ease in expression first, then training in accuracy and correctness. The series as a whole shows care in the selection of the material used and in the gradation and arrangement of the subject matter. The suggestions for presentation put the emphasis on well motivated work and on an informal method of approach. In matters of general form the series is well adapted for teaching purposes in the grades for which they are intended.

The materials used—the stories, poems, pictures—represent variety, appeal strongly to the interests of the children at the different stages of development, and at the same time have embodied in them worthy ideals which should have in their cumulative effect a real influence on the thinking and character of the children. In addition to the literature and pictures used as the basis for the language work, the children's interests growing out of experience and observation are utilized—their interest in folk lore, riddles, conundrums, proverbs, in games and in school and community activities.

The general method of presentation is informal. The situations and questions suggested should stimulate the children to thought and encourage expression. The usage drills provided to fix correct habits of speech are abundant and practical, and are based on sound psychological principles rather than on the traditional text-book drills. Other forms of oral composition useful in school and community life are emphasized—reproduction, telling of jokes, debates, book reports. Practice in the needed forms of written composition is provided also—social and business letters, reports of meetings, newspaper notices and the accounts of school and community events. The essentials in the mechanics of writing are provided for as the need for them arises.

The essentials in grammar are likewise provided—even more than the minimum essentials. Such grammatical facts are given as are immediately needed for the improvement of oral and written language. But, as it is given, the grammar lends itself too easily to the old deductive, formal method of presentation. Unless the manual gives specific help on this point, it will not be taught, I fear, in connection with the improvement of the pupil's composition.

With the exception of this phase of the work, the authors have, it seems to me, succeeded in planning a series that should "loosen the bounden tongue and train it to move aright."

MARY CLAY HINER

GENEROUS, COMPREHENSIVE, COMPACT

PRINCIPLES OF SECONDARY EDUCATION. By Willis L. Uhl. New York: Silver Burdett and Company. 1925. Pp. 692. $3.00.

Professor Uhl, associate professor of education in the University of Wisconsin, has compiled a book of the most helpful and pertinent articles on the subject of secondary education that have appeared in educational magazines in recent years. He has thus made available for the first time in a compact form the best thought on the various phases of this subject.

While it is intended for classroom purposes, it will also be of great value for reference work by teachers and principals in the secondary school field. The readings, organized under broad problem topics, are accompanied by comprehensive lists of principles of education and many suggestions for study and discussion based largely upon the readings.

The book is divided into six parts, the titles of which are as follows:

The American Plan for Secondary Education

The Secondary School Teacher
Secondary School Pupils
Secondary Education in Foreign Countries
The Reorganization Movement in Secondary Education
Curriculum Problems

Each of the fifteen chapters has at the beginning a foreword or preface which presents the problem of the chapter in such a way as to tie up the following readings. This is a very necessary precaution in a book of this kind, especially if the book is to be used as a text.

CLYDE P. SHORTS

ESSENTIALS

GUIDE TO EDUCATIONAL AND GENERAL PSYCHOLOGY. By John P. Wynne. New York: The Globe Book Co. 1924. Pp. 84. $1.10.

The author of this manual states as his main objective the leading of the student "to appreciate the scientific methods of investigation." With this in mind he has arranged the subject-matter in thirty topics and two hundred and sixty exercises, thus enabling a student in the short compass of a term or semester to obtain, through working out the answers, a first-hand working knowledge of the major problems in educational and general psychology. Abundant references are given and the student is stimulated not to be a slave to the views of one author.

One may easily overlook some difficulties incident to an unusual arrangement of topics, occasional small errors, and a lapsing at times into factual rather than problematic situations, and gladly pay tribute to the author's painstaking selection of a group of essential elements which the student should desirably meet up with. Teachers giving a short course in psychology, particularly with immature students, will welcome this ready-to-hand book of exercises. Better interest and better growth in learning and the development of good learning habits are assured, than can be had with the more or less typical textbook-lecture methods in vogue.

W. J. GIFFORD

OTHER BOOKS OF INTEREST

LABORATORY STUDIES IN EDUCATIONAL PSYCHOLOGY. By Egbert M. Turner and George Herbert Betts. New York: D. Appleton and Co. 1924. Pp. 218. $1.75.

This compact and well-made little treatise was built up as a companion volume to Betts's *The Mind and Its Education,* one of the "best sellers" in psychological literature. It contains fifty-two groups of experiments covering not only the usual range of topics but also a number of problems in mental and educational testing. An admirable twenty-four-page summary of the essentials of statistics is appended.

The authors have included three types of tests, those of the textual verification type but also those intended to develop technic and those enabling the student to be himself a discoverer, the aim being to apply psychological methods to the study of psychology. Materials and references are listed with each problem. But the striking contribution is found in the thought-provoking set of questions at the end of each experiment, requiring the student to use his new-found knowledge by applying it to practical school situations. For this reason and also because the authors have succeeded in couching technical thought in simple, untechnical language, this volume deserves to become in many a classroom the manual by means of which students are guided into the intricacies of a course in elementary general and educational psychology.

STATISTICAL METHOD IN EDUCATIONAL MEASUREMENT. By Arthur S. Otis. Yonkers-on-Hudson: World Book Co. 1925. Pp. 332.

This book from the hand of one of our best-known statistical experts is avowedly not a treatise on educational measurement but a manual in elementary statistics with special reference to education. In addition, however, to discussing the typical problems of distribution, correlation, and reliability, the author has given no little attention to the study of brightness and the grouping and classification of pupils. The splendid mechanical get-up of the book is enhanced by the unusually large number of excellent graphs and tables, an age calculator, an IQ slide rule, and a detailed bibliography.

The arrangement of materials, the easy transitions made by the opening paragraphs of the various chapters, and the clear-cut, simple language in which the argument moves forward, assure this text a place in the first rank of textbooks in the elements of statistics and an equally certain place as a companion study in courses in tests and measurements. Painstaking scholarship, accuracy of detail, and the excellent critical analyses of existing tests and statistical measures will be appreciated by the student of education when one bears in mind the present-day tendency to produce at the expense of ripened thought and study.

LAW AND FREEDOM IN THE SCHOOL. By George A. Coe. Chicago: The University of Chicago Press. 1924. Pp. 133.

The child needs freedom to develop; but can he ever be freed from laws, natural, statute, and moral? And would it be for his best welfare to be so relieved of law? This essay discusses the relation of laws to project teaching in a most illuminating way; would that it could be read widely by the teachers who think that purposing means irresponsibility and disorder!

A RIDDLE BOOK. By Lilly Lee Dootson. Chicago: Rand McNally & Company. 1925. Pp. 160. 80 cents.

The choice of topics for these riddles show both imagination and an understanding of childhood; the silhouette illustrations are delightful and add much to the content; except for the shortness of the sentences the stvle is very good. The book will instantlv win its way to the hearts of primary children.

THE WILL-TEMPERAMENT AND ITS TESTING. By June E. Downey. Yonkers-on-Hudson: World Book Company. 1923. Pp. 339.

This book gives a complete account of Dr. Downey's work in testing individuals for will-temperament. It is too technical for the classroom teacher, but of much significance for the student of personalitv and its measurement.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

CAMPUS NOTES

Freshman training was conducted this fall in a manner slightly different from that of preceding years. Several of the mass meetings were replaced by group meetings in dormitories, conducted by student advisers from the upper classes. In these meetings the constitution and by-laws were discussed and explained and the new girls were given an opportunity to ask questions. The final examination was given in Sheldon Hall, October 1. The student advisers were Emma Dold, Elizabeth Elmore, Elizabeth Rolston, Dorothy Clark, Lillye Hundley, Doris Persinger, Kate Sebrell, Charlotte Wilson, Thelma Dunn, Marion Kelly, Ruth Kirkpatrick, Helen Walker, Ruth Nickell, Ruth Sullenberger, and Eva Dunlap.

The Freshmen were graciously received and entertained by the faculty of the college at Hillcrest, the home of President Duke, on Saturday evening, September 26. At the Y. W. C. A. reception on September 25 dignified college girls played the part of little boys and girls at a party in the Y. W. social rooms. A Punch and Judy show, given by Thelma Taylor and Virginia Jackson, was quite original.

Harrisonburg churches welcomed the girls of the various congregations back to the community. An auto ride to Mount Crawford was the Methodist girls' good fortune, followed by an evening of peppy games in the basement of the church. At Dr. E. R. Miller's the Baptist girls participated in an outdoor party. Two big bonfires afforded cheerfulness and a good place for roasting marshmallows and wienies. Presbyterian girls were driven through the village of Weyers Cave and around to Massanetta Springs. The evening was spent most enjoyably and terminated in a feast, cafeteria style. The Episcopal girls and the Episcopal members of the faculty were entertained at the church rectory by Rev. and Mrs. Walter Williams, Friday, September 24. Stunts, songs, and jokes were enjoyed by all, as was Dr. Converse's correct method of roasting marshmallows. The Lutheran girls went through the country to Lexington. At Bethany, about five miles from Lexington, they attended a conference. Delicious things to eat followed. Distinctive was the dinner party given by Mr. Dickerson, pastor of the Christian Church, to the girls of that denomination. This party was no exception in the matter of fun and in the feeling of at-home-ness with the town people.

The first athletic event of the year, the Old Girl-New Girl game, with Old Girls victorious, was played October 3. The New Girls showed splendid form for such a short period of training, but the score stood 28-12 against them when the game ended.

Interclass games began October 24 when the Freshman team met and defeated the Junior team 13-43. The Seniors were defeated, 10-40, October 31, by the Sophomores. These scores indicate that the game

between the Freshmen and Sophomores, to be played November 14, will be very close. This game will close the interclass season, and practice for Varsity will begin immediately in preparation for a heavy winter schedule. This schedule will be announced later. This is only the second year that there has been any attempt to have a Varsity hockey team. Last year the H. T. C. team met Westhampton on the Harrisonburg field. Practice has been conducted every day to put the team in condition for this year's game with Westhampton in Richmond, November 17.

The music department began work this quarter with an increase in faculty, students, equipment, and prospects. With the same spirit the Glee Club gave a program in chapel and initiated the new members: Adele Hopper, Ruth Fitchett, Louise Loving, Sarah Shirkey, Madeline Whitlock, Margaret Shinberger, Sarah Elizabeth Thompson, and Elizabeth Copeland. The Choral Club organized with a large membership. Beginning with the study of Beethoven, the Æolian Club has started on a plan of intensive work. With additional musicians and instruments the Blue Stone Orchestra prepares to enliven the college. The first recital evidenced the interest of insiders and outsiders when a large group heard the following: Polonaise (Chopin), Charlotte De Hart; Papillons (Olsen), Charlotte Lacy; Madrigal (Chaminade), Sarah Evans; and Liebstraume (Liszt), Katherine Mosby.

Appearing as the first lyceum number, the Eighteenth Century Candlelight Sextette, with Marie Caslova as director and violin soloist, charmed the audience in Sheldon Hall, October 23. The costuming, lighting, and selections added to the effect. Remembering the Scotch Highlanders Band of St. Petersburg, Florida, which was brought to Harrisonburg again this year by the Rotary Club, faculty and students three times assembled in Sheldon Hall to hear the sample program, and when the late train finally arrived they were amply repaid by hearing Bobbie Brollier and Miss Hilton sing. Many students heard the matinee at the New Virginia Theatre. Others unable to go in the afternoon heard the night performance.

The Stratford Dramatic Club held its banquet in the Blue Stone dining room, October 28, after which Laura Lambert and Margaret Knott were changed from Stratford "goats" to full-fledged members of the club. Besides the regular members there were present Mrs. Varner, Miss Hudson, Miss Lucy Spitzer, Miss Gladys Hopkins, and Mr. Johnston, who acted as toastmaster.

At assembly there have been talks by Rev. J. J. Rives, Rev. Walter Williams, and Father Wm. J. Meredith, as well as by members of the faculty: Dr. H. A. Converse, Dr. J. W. Wayland, and Professor R. C. Dingledine. President Duke was the speaker at convocation, and Mr. George N. Conrad, local member of the Board of Virginia Teachers Colleges, welcomed students to Harrisonburg at one of the first assembly meetings in the fall. There were musical entertainments by the Glee Club and by the Choral Club, and one program appealed to the audience because it had been arranged by students of the junior high school.

The Y. W. C. A. Cabinet has formulated new plans and ideas for advancing its cause this year. The Program Committee has planned programs for the year in the form of "big units" or special topics, several weeks being devoted to each. The program for the year: October and November, Membership project, Finance, and World Fellowship; November 8 to 17, World Week of Prayer; December, Study of the Life of Christ and His Teachings; January, Friendship and Fellowship; February, The Crusade of Youth and the Youth Movement; March, Campus Standards. The new Cabinet will be elected after this program.

The membership campaign resulted in 529 members, and the finance campaign promises to be successful. A Bible study

class to meet once a week has been planned by the Bible Study committee in which such subjects as the parables of Jesus, the prayers of the Bible, and the miracles of Jesus will be studied. It is the purpose of the Cabinet to have each member of the association take some definite part in the Y. W. C. A. work this year.

Two of the outside speakers this fall have been Mr. H. K. Gibbons, treasurer of the college, and Miss Lucy Coleman, a Red Cross representative. The Y. W. C. A. is having three meetings a week—one on Thursday night, one on Sunday afternoon, and a morning watch service on Wednesday. The Cabinet spent a week-end at Camp Shenandoah, October 17 to 18.

Three of the literary societies have already made definite plans regarding their work for this quarter. The Pages are studying modern poetry, the Lees modern drama, and the Laniers miscellaneous poems. The Alpha, in which girls receive their training for membership in the other three societies, has not announced any definite plans of study, the different groups of the society being allowed to make their own plans. Two of the societies have chosen their new members for this quarter, while 260 girls are enrolled in the Alpha.

Enlargement of the *Breeze* from 11x16 to 18x12 inches and from four columns to five made it necessary to change the constitution in order that the staff might be increased. This change took place October 27. The new constitution provides for three assistant editors, two assistant business managers, two representatives from each class, and gives the staff power to appoint five reporters. The *Breeze* is in a better financial condition than it has been for some time. The earliest activity of the *Schoolma'am* has been the taking of pictures for the Annual. This work has been begun earlier this year than heretofore, and the irksome task will soon be over. Mr. Hoge of Staunton is the photographer.

Four new extension courses are being offered this fall, two of them being given in Harrisonburg and two in Woodstock. Dr. Converse teaches a class in "Recent Tendencies of Arithmetic" at Woodstock, Mr. Shorts conducts a class in Education in Harrisonburg, Dr. Wayland is in his own field teaching history—a class in South American History at Woodstock, and Mr. Dingledine is teaching American History at the college. The classes meet Saturday morning and are well attended.

WHAT LAST YEAR'S GRADUATES ARE DOING

All the members of summer and winter four-year class of 1925 are now at work and all are teaching. While there seemed to be something of a dearth of positions and two members of the class were located at the last moment, nearly every member obtained work to her liking, the salaries ranging from $900 to $1575.

Virginia Garden is teaching home economics and science in the Chatham high school.

Jean Gose is teaching English and history in Disputanta, one of the consolidated high schools of progressive Prince George County.

Gladys Hopkins writes that she has been transferred from special class work, because of lack of enrollment, to the teaching of English in the high school in Winston-Salem.

Lelia Brock Jones is teaching home economics in the newly-equipped laboratory in the Franktown-Nassawadox High School.

Louise Keeling is doing relay work in the home economics department in the public schools of Schoolfield.

Sue Kelly is the home economics teacher in Dover, N. C., and incidentally enjoying the social life of the town very much.

Clara Lambert has accepted work in history in Lynchburg Junior High School with a fine outlook for promotion.

Euphemia Lawrence is teaching home economics and English in the Stotesbury, West Virginia, High School, and reports

that she has an electrically-equipped laboratory.

Esther Patton dropping in the other day tells us that she is enjoying her work in home economics in Brownsburg, where she followed Ida Saville.

Nancy Roane is teaching home economics at Norview, within striking distance of home.

Mary Elizabeth Rubush has accepted the science work in the Chase City High School.

Ala Dean Smith has returned to her former work as teacher of English in the high school at Pilot Mountain, North Carolina.

Orra Smith is the home economics instructor at Climax High School, and is near old friends.

Hester Van Meter is instructor of home economics at St. Mary's Seminary, St. Mary's City, Maryland.

Edith Ward has returned to her old home in Norfolk, but this time as physical education instructor in the junior high schools.

Mary Warren has accepted work in the grammar grades in Norfolk with the understanding that she will be in line for high school work when a need arises.

Margaret Wiley follows Gladys Haldeman as home economics teacher in the Alexandria High School.

Madeline Willis is handling the English and science in the New Castle High School.

DIRECTORY OF STUDENT OFFICERS, FALL QUARTER, 1925-26

STUDENT GOVERNMENT ASSOCIATION

Louise Elliott, president; Emma Dold, vice-president; Elizabeth Ellmore, secretary.

Y. W. C. A.

Thelma Taylor, president; Charlotte Lacy, vice-president; Virginia Jackson, secretary; Marian Travis, treasurer; Janie Harrison, undergraduate representative.

ATHLETIC ASSOCIATION

Carolyn Weems, president; Doris Kelly, vice-president; Virginia Harvey, secretary; Emma Bell, treasurer; Edwena Lambert, business manager.

CLASSES

Senior Class—Elizabeth Rolston, president; Nancy Mosher, vice-president; Helen Walker, secretary; Sadie Williams, treasurer; Carolyn Weems, business manager.

Junior Class—Nora Hossley, president; Thelma Dunn, vice-president; Ruth Nickell, treasurer; Edwena Lambert, secretary; Marion Kelly, sergeant-at-arms.

Sophomore Class—Virginia Turpin, president; Annie Younger, vice-president; Helen Goodson, secretary; Courtney Garland, treasurer; Margaret Knott, business manager; Helen Holladay, sergeant-at-arms.

Freshman Class—Charlotte De Hart, president; Nathalie Adams, vice-president; Mildred E. Rhodes, treasurer; Sarah Ellen Bower, secretary; Jennie Deitrick, business maanger; Elizabeth Miller, sergeant-at-arms.

PUBLICATIONS

The 1926 Schoolma'am—Thelma Eberhart, editor-in-chief; Lorraine Gentis, business manager.

The Breeze—Doris Persinger, editor-in-chief; Katharyn Sebrell, business manager.

SOCIETIES

Pi Kappa Omega—Emma Dold, president; Louise Elliott, vice-president; Virginia Campbell, secretary; Bertha McCollum, treasurer; Elizabeth Ellmore, alumnæ secretary.

Lanier Literary Society—Adrienne Goodwin, president; Charlotte Wilson, vice-president; Margaret Knott, secretary; Bernice Jenkins, treasurer; Emma Bell, chairman of program committee; Elizabeth Johnson, critic.

Lee Literary Society—Bertha McCollum, president; Thelma Dunn, vice-president; Helen Holladay, secretary; Sadie Harrison, treasurer; Louise Loving, chairman of program committee; Emma Dold, critic; Charlotte Lacy, sergeant-at-arms.

Page Literary Society—Virginia Wiley, president; Helen Goodson, vice-president; Gibson Green, secretary; Jean Broaddus, treasurer; Louisa Persinger, chairman of program committee; Mary Drewry, critic; Marion Trevillian, sergeant-at-arms.

Alpha Literary Society—Frances Clark, president; Mary Smith, secretary; Elizabeth Ralston, treasurer.

Stratford Dramatic Club—Virginia Campbell, president; Marion Kelly, vice-president; Bertha McCollum, secretary; Virginia Jackson, treasurer; Elizabeth Rolston, business manager.

Choral Club—Virginia Sutherland, president; Wellington Miller, vice-president; Ruth Fitchett, secretary; Ruth Cary, treasurer; Louise Everett, librarian; Frances Rush, house chairman.

Glee Club—Sarah Evans, president; Lucille McLaughlin, vice-president; Courtney Garland, secretary; Ida Pinner, business manager and treasurer; Helen Walker, librarian.

Æolian Music Club—Marion Travis, president; Helen Walker, vice-president; Helen Goodson, secretary; Nancy Mosher, treasurer.

Blue Stone Orchestra—Helen Goodson, president; Miss Elizabeth Trappe, director.

Home Economics Club—Dorothy Clark, presi-

dent; Carolyn Weems, vice-president; Mildred Alphin, secretary; Emma Trower Bell, treasurer; Charlotte Turner, chairman program committee.

High School Club—Annie Councill, president; Laura Lambert, vice-president; Katharine Burns, secretary; Bernice Spear, treasurer; Sadie Williams, chairman program committee.

Grammar Grade Club—Annie Younger, president; Mildred Kling, vice-president; Hortense Eanes, secretary-treasurer; Virginia Harvey, chairman program committee.

Cotillion Club—Virginia Ransome, president; Virginia Taylor, vice-president; Mary Diana Hill, secretary; Evelyn Snapp, treasurer; Margaret Knott, business manager; Charlotte Wilson, assistant business manager; Fannie Moncure, sergeant-at-arms.

ALUMNÆ NOTES

Jennie McIvor is teaching at Naruna, Campbell County. She sent us a line recently.

Mrs. J. W. Whitesel has charge of the graded school at Swoope, Augusta County. She may be addressed at Swoope, Route 2.

Mary Proctor, as we used to know her, is Mrs. J. B. Roberts of Colfax, La. She writes, "I am a widow now and am teaching to care for two baby girls." She further states that she is planning to enter the Louisiana State University for the B. A. degree, in order to carry out her laudable ambitions for advancement and better service.

Under recent date Florence Allen says: "Anna and I have always wanted to have a tea room; so at last we decided to stop *wanting* and really establish one." On the 5th of October they opened a home-like place of refreshment and entertainment at the "Sign of the Golden Horseshoe," near Handley Library, in Winchester.

Estelle Anderson is teaching the fourth and fifth grades in East Lexington. Aline is teaching at Brownsburg. Estelle also states that Reva Bear is living near East Lexington; that Elizabeth Tardy is married (Mrs. Anderson) and lives at Midwest, Wyoming.

Cora Smith informs us that Pattie Mae Gill is now Mrs. Floyd Morgan, and lives at Holland, Va., Nansemond County.

Shirley McKinney is teaching at White Stone, in Lancaster County. She sends her best wishes to Blue-Stone Hill.

Mary B. Hinton writes from 414 9th Avenue, S. W., Roanoke City. We have evidence of progressiveness in her work as teacher and student.

Rose B. Friend of Petersburg sent us a line recently. Her address is 28 N. Union Street.

Lucille Keeton is making a fine record at Alberta, Brunswick County. She remembers her friends at the College.

Ellen S. Carlson is principal of the high school at Claremont, Surry County. Her box number is 135.

Martha Garbee is teaching American history in the Broknell school, Campbell County. She has a warm spot in her heart for Harrisonburg.

Mary Gamble Wilson, now Mrs. R. C. Turnbull, of Jamestown, Ohio, paid us a brief visit not long ago.

Mary Lee Perry sent us a beautiful post card and a cordial message of remembrance recently, but failed to give her address.

On October 1 we received a card from Mary Lippard saying: "I am on my way home from Eastern States Exposition. Have had a wonderful trip. I am looking forward to seeing you all when I come over this fall." We say, "Come over, Mary!"

Angie Semones writes from 144 Holbrooke Avenue, Danville. She is teaching in the city schools and is making a fine record.

We acknowledge with thanks the receipt of a copy of the October 14 issue of "River Ripples," from Bassett High School. Nora Crickenberger, the efficient principal, has nine or ten able assistants, among whom are Vada Glick, Carolyn Wine, and Elizabeth Harley.

We take pleasure in chronicling the following marriages:

June, 1925, May Davis of Shenandoah, to Mr. Donovan Cunningham of Fairmont, W. Va.;

September 22, Margaret Thoma to Mr. Charles F. Martyn, at Warrenton, Va.;

September 26, Edna Ernestine Anderton to Mr. John E. Kritzer, in Philadelphia.

After October 15 Mr. and Mrs. Kritzer will be at home in Westover Apartments, Newport News.

Phi Beta Kappa will celebrate its one hundred and fiftieth anniversary on December 5, 1926. William and Mary College of Virginia, where this first Greek letter fraternity was founded in 1776, is planning to raise a fund of $100,000 for the erection of a building in memory of the 50 men who effected the organization. The auditorium is expected to be a replica of the Apollo room in the old Raleigh Tavern at Williamsburg, where it is believed the society was born.

OUR CONTRIBUTORS

GLENN FRANK is newly-elected president of the University of Wisconsin. President Frank was for several years editor of the *Century Magazine* and achieved a national reputation for his clear thinking, his incisive statements, his statesmanlike point of view.

LOUISE KEELING is a teacher of home economics at Schoolfield, Virginia. She received her bachelor's degree at Harrisonburg last June.

MARY E. DUNCANSON is an elementary school teacher in Washington, D. C. The educational unit here published was prepared by Miss Duncanson in the Training School at Harrisonburg under the supervision of Miss Mary E. Cornell.

ETHEL BLAKE is a member of the staff of the Division of Publications of the National Education Association, with headquarters at Washington, D. C.

MARY CLAY HINER is assistant professor of English in the State Teachers College at Farmville, Virginia. Miss Hiner is a specialist in the teaching of English in the elementary school. She is a former member of the faculty of the George Peabody College for Teachers at Nashville, Tennessee.